

# MICHIGAN

## Race to the Top Phase II

### **Budget Summary**

Michigan will be submitting an application for Phase II of the federal Race to the Top grant by June 1, 2010. A mandatory budget limit for Michigan and all other states applying for Phase II of this competition was established by United States Department of Education. Michigan's budget limit was set at \$400 million; actual requested funds total \$399,942,592. Of this amount, half, or \$199,971,296, will be used to fund statewide Race to the Top activities and half, or \$199,971,296 is required to be sub granted to participating local school districts, including public school academies, based on their relative share of 2009-2010 funding under Title I, Part A of the Elementary and Secondary Education Act. All funds must support state and local implementation of comprehensive education reforms efforts as described in the Race to the Top application that will increase student achievement and close achievement gaps.

If Michigan is awarded a Race to the Top Phase II grant, the participating districts will have up to 90 days to complete a local scope of work detailing specific goals, activities, timelines, budgets, key personnel, and annual targets for performance measures aligned to the State Plan. Below is a summary of Michigan's Race to the Top Phase II budget, followed by a brief overview of each project's expenditures.

## Race to the Top: Phase II Budget

Grant Section	Project Description	Total Expenditures
(A)(2)	<i>Accelerate Michigan</i>	\$ 42,552,440
(B)(1) and (B)(3)	<i>Internationally Benchmarked Standards</i>	\$ 15,218,335
(B)(2) and (B)(3)	<i>Balanced Assessments</i>	\$ 31,927,855
(C)(1), (C)(2), and (C)(3)	<i>Statewide Longitudinal Data Systems</i>	\$ 34,199,806
(D)(1)	<i>Teacher and Leader Pathways</i>	\$ 8,606,865
(D)(2)	<i>Educator Evaluations Based Significantly on Student Growth</i>	\$ 17,633,562
(D)(3)	<i>Equitable Distribution of Effective Teachers and Leaders</i>	\$ 5,843,656
(D)(4)	<i>Effective Teacher and Leader Preparation Programs</i>	\$ 9,535,280
(D)(5)	<i>Providing Effective Support to Teachers and Leaders</i>	\$ 24,471,489
(E)(2)	<i>Breakthrough for Learning</i>	\$ 8,976,908
(F)(3)	<i>Promise Zones</i>	\$ 1,005,100
	<b>Subtotal</b>	\$ 199,971,296
	<b>LEA Funding Based on Title I Allocations</b>	\$ 199,971,296
	<b>Grand Total</b>	\$ 399,942,592

*Total expenditures include personnel, fringe benefits, travel, equipment, supplies, contracts, training stipends, indirect costs, funding for Involved and Participating LEAs, and other costs as applicable to the project budget.*

## **Accelerate Michigan**

The funding will be used to establish an office within the Michigan Department of Education to provide oversight and project management for all of the Accelerate Michigan initiatives addressed in the Race to the Top application. This office will ensure that the coordination and collaboration described throughout the Race to the Top application will be implemented and that goals and timelines will be met. Funding in the Accelerate Michigan Office budget also includes staffing in other department offices to ensure comprehensive support. Contractual fees are included for the Department of Technology, Management and Budget to provide needed technology updates that will support the reporting and communication functions. The Accelerate Michigan Office budget also includes funding for Project ReImagine, which will be used to provide seed money that will give ReImagine districts the opportunity to implement bold reforms with a clear understanding that sustainability is dependent on the districts' re-envisioned use of existing resources.

## **Internationally Benchmarked Standards**

Funds allocated to the Internationally Benchmarked Standards project budget will support activities that provide assistance and services to districts in implementing and aligning local curriculum, instruction, and assessments to the Common Core State Standards. These activities include roll-out workshops to assist districts in curriculum and assessment alignment, the development of model instructional units and instructional surveys to assist teachers in classroom practice, and the launch and maintenance of the Teaching for Learning Framework website, which will provide educators statewide with 24/7 access to instructional resources, reflection tools, and professional development that align to research-based best practices, professional teaching standards, and the Michigan School Improvement Framework. Funds are also allocated to support Math and Science Centers and Regional Literacy Centers to develop strategies, tools and professional development to accelerate achievement in schools receiving help from the Statewide System of Support including the development of elementary math specialists, teacher leaders, and increasing the number of subgroup students taking Advanced Placement Courses at the secondary level.

## **Balanced Assessments**

The Balanced Assessment project provides support for Michigan's governing role in the SMARTER Balanced assessment consortium to develop summative, interim benchmark, and formative assessments aligned to the Common Core State Standards. Until the consortium assessments are developed, the state will contract with a national vendor to provide commercially available summative assessments aligned with college and career readiness standards for grades 9 and 10. Significant funding is budgeted as part of this project to be awarded to consortia of LEAs, ISDs, and IHEs through a competitive grant process to develop interim benchmark and formative assessments for all learners for content areas not covered by the Common Core State Standards. This project will also support a redesign of the Office of Educational Assessment and Accountability's secure site to provide access to individual student data, improve the connection of assessment data to teachers on state-tested subjects, and facilitate the capture and transfer of data critical to the state's longitudinal data system.

## **Statewide Longitudinal Data Systems**

This funding will be used to design and implement a longitudinal data system that supports the 12 activities outlined by the American COMPETES Act, and further supports efforts to provide meaningful data access to educators, researchers and the public. In addition, funding will support regional data system work and participation by ISDs, LEAs and PSAs in these initiatives. These initiatives exist to provide teachers and administrators with access to state and local data for their use in making data-driven decisions to improve classroom instruction and outcomes for students. The funds support the need to "ramp up" local efforts to provide appropriate information access and analysis tools for use in local data driven decision making.

## **Teacher and Leader Pathways**

Significant funding is budgeted to be awarded to teacher preparation institutions, through a competitive grant process, to focus on shortage area research and models of assuring adequate preparation of educators in areas of teacher shortages, as well as stipends for meeting targets. A focus will be placed on the fields of science, technology, engineering, and mathematics (STEM). Funding for this project will support the modification of the educator licensure database to account for alternate educator preparation requirements. This project will also support the

development of a public reporting site for alternative certification along with a council review and feedback on alternate preparation and shortages. A portion of the funds will be used to support local districts and public school academies that employ alternate route teachers.

### **Educator Evaluations Based Significantly on Student Growth**

This project provides an infrastructure and support for implementing Michigan's new law that requires annual educator evaluations. The funds in this portion of the budget cover state contract, staff, and equipment costs for (1) enhancing existing data systems and maintaining those systems to support annual evaluations and to collect annual evaluation results; (2) creating, storing, and analyzing state-developed preliminary measures of educator impact on student growth; (3) studying, quality controlling, enhancing, and reporting on the validity of state-developed preliminary measures of educator impact; (4) studying and reporting on the impact and quality of local evaluation practices; (5) reporting annually on the results of annual evaluations; (6) convening stakeholder groups to develop best practice guidelines for the development of evidence to be used in annual evaluations; (7) convening stakeholder groups to develop best practice guidelines for the conduct of annual evaluations; (8) providing funds to LEAs for the purpose of entering annual evaluation results into state data systems, and (9) developing regional data initiative tools to conduct annual educator evaluations.

### **Equitable Distribution of Effective Teachers and Leaders**

Funds will support the research on equitable distribution and the incentives necessary for attracting, supporting and retaining high quality educators to work in the most difficult to staff areas. A competitive grant process will be established for the scholarly development of models for differentiated compensation that supports the research.

### **Effective Teacher and Leader Preparation Programs**

This project will support research on the effectiveness of existing and future educator preparation programs, including alternate, experimental and innovative programs. Significant funding will be used to establish consortiums of high performing teacher preparation institutions to develop and provide professional development and technical assistance to lower performing institutions.

## **Providing Effective Support to Teachers and Leaders**

This project covers state staff, contract, equipment, travel, and supply costs to support teachers and leaders through (1) professional development for effective design and implementation of professional learning communities, (2) professional development for balanced assessment (including formative assessment) to inform instruction, (3) development of high-quality local assessments in non-core subjects to give timely information to students and teachers in non-core subjects, and (4) evaluation of the impact of these statewide activities on student achievement.

## **Breakthrough for Learning**

This funding focuses on the development of three specific supports for persistently low performing schools in order to rapidly improve the achievement of all students. First, the Michigan Department of Education will hire two consultants to work closely with the persistently low performing schools and to link the efforts of the Statewide System of Support, the School Improvement Grant, Race to the Top and the State School Reform and Redesign Office in order to minimize redundancy, disparate efforts, and maximize efficiency and effectiveness. Second, these funds will supply the state with a network of effective turnaround programs whose members have participated in a statewide training program to assure that services provided to Michigan schools are based on Michigan's tools for improvement coupled with the provider's model to turn around the school. Finally, the principals of the identified schools will be provided with a Principal's Academy where effective strategies and practices can be shared and developed for local use.

## **Promise Zones**

Promise Zones were enacted in 2008 by the Michigan Legislature. Ten Promise Zones were identified. This funding will provide competitive grants that will accelerate full implementation of the Promise Zones scholarship program. Promise Zones will apply for funds to complete their planning and implementation so that Promise scholarships will be operational within one year. The funding will be disbursed in the first year of the Accelerate Michigan project.